	English/Language Arts	Mathematics	Social Studies
ACTIVITY			
Idea Pools (7)	7.4.1, 7.4.4, 7.4.5, 7.5.5, 7.5.7, 7.7.3, 7.7.4, 7.7.9		
Water Actions (12)	7.4.1, 7.4.3, 7.4.4, 7.4.5, 7.4.6, 7.5.3, 7.5.4, 7.5.7, 7.7.3, 7.7.4, 7.7.10, 7.7.11		7.1.19, 7.1.21, 7.3.14, 7.3.15
Water Log (19)	7.4.1, 7.4.4		
Adventures In Density (25)	7.7.9, 7.7.10	7.5.1	
H_2O Olympics (30)		7.6.1	
Hangin' Together (35)	7.5.3, 7.5.7		
Is There Water On Zork? (43)	7.1.3, 7.4.5, 7.5.7	7.6.1	
What's The Solution? (54)	7.3.2, 7.4.5, 7.5.5, 7.5.7		
Let's Even Things Out (72)	7.2.2, 7.4.5, 7.5.3, 7.5.7		
Life In The Fast Lane (79)	7.5.4, 7.5.7	7.5.1, 7.6.1	
No Bellyachers (85)	7.4.1, 7.7.3, 7.7.10		
People Of The Bog (89)	7.4.1, 7.4.5, 7.5.3, 7.5.7		
Poison Pump (93)	7.4.1		
Super Sleuths (107)	7.4.5		7.3.4
Thirsty Plants (116)	7.5.7	7.5.1, 7.6.1	7.3.7
Water Address (122)	7.4.1, 7.4.5		
Branching Out! (129)	7.5.7		

	English/Language Arts	Mathematics	Social Studies
ACTIVITY			
Get The Ground Water Picture (136)		7.2.1, 7.5.1, 7.7.1	
Geyser Guts (144)	7.4.1		
The Great Stony Book (150)	7.4.1		
Imagine! (157)	7.4.1, 7.5.7		
The Incredible Journey (161)	7.4.1, 7.5.7		
Just Passing Through (166)			7.3.7
Old Water (171)			7.1.15
Piece It Together (174)	7.4.1, 7.4.5, 7.5.1, 7.5.3, 7.5.7		7.3.6, 7.3.10, 7.3.12
Poetic Precipitation (182)	7.1.1, 7.4.1, 7.5.6, 7.5.7		
Rainy-Day Hike (186)	7.4.1		7.3.7
Water Models (201)	7.1.3, 7.4.1		7.3.6
Wet Vacation (206)	7.4.5, 7.5.3, 7.5.6, 7.5.7		
Wetland Soils In Living Color (212)		7.5.1	
A-maze-ing Water (219)	7.4.1, 7.4.5, 7.5.3, 7.5.6, 7.5.7		
Common Water (232)	7.4.1, 7.4.5		
A Drop In The Bucket (238)	7.7.10	7.2.1, 7.5.1	
Energetic Water (242)		7.5.1	
Great Water Journeys (246)	7.5.7	7.5.1	7.3.4, 7.3.14

	English/Language Arts	Mathematics	Social Studies
ACTIVITY			
Irrigation Interpretation (254)	7.4.5, 7.5.3, 7.5.7, 7.7.10		
The Long Haul (260)	7.4.1, 7.7.10	7.5.1	
Nature Rules! (262)	7.4.1, 7.4.3, 7.4.8, 7.4.9, 7.4.10, 7.5.3, 7.5.6, 7.5.7, 7.7.3, 7.7.4, 7.7.6, 7.7.10		
Sum Of The Parts (267)	7.5.7		
Water Meter (271)	7.4.1, 7.5.7	7.2.1, 7.5.1	
Water Works (274)	7.4.1	7.5.1	
Where Are The Frogs? (279)	7.5.7	7.6.1	
AfterMath (289)	7.4.1, 7.4.5, 7.7.6, 7.7.10	7.2.1, 7.5.1, 7.6.1	
Back To The Future (293)	7.4.5	7.6.1	7.3.14
Every Drop Counts (307)	7.4.1, 7.4.5, 7.5.7	7.2.1, 7.5.1	
A Grave Mistake (311)		7.6.1	7.5.4
Humpty Dumpty (316)	7.4.1, 7.5.3, 7.5.6, 7.5.7		
Macroinvertebrate Mayhem (322)	7.4.5, 7.5.3, 7.5.6, 7.5.7, 7.7.10		
Money Down The Drain (328)	7.4.1, 7.4.5	7.2.1, 7.5.1	
The Pucker Effect (338)	7.4.5, 7.5.3		
Reaching Your Limits (344)	7.4.1, 7.5.7		
Sparkling Water (348)	7.4.1, 7.4.3, 7.5.6, 7.5.7		

	English/Language Arts	Mathematics	Social Studies
ACTIVITY			
Wet-Work Shuffle (360)	7.4.1, 7.5.7		
Choices And Preferences, Water Index (367)	7.4.1	7.2.1, 7.6.1	
Dilemma Derby (377)	7.4.1		
Easy Street (382)		7.2.1, 7.5.1	7.5.4
Pass The Jug (392)	7.4.5	7.5.1	
Perspectives (397)	7.4.1, 7.3.5, 7.5.3, 7.5.6, 7.5.7, 7.7.10		
Water: Read All About It! (400)	7.4.1, 7.4.4, 7.4.5, 7.4.7, 7.4.8, 7.4.9, 7.5.3, 7.5.6, 7.5.7		7.3.4, 7.3.7, 7.3.14
Water Bill Of Rights (403)	7.4.1, 7.5.7, 7.7.11		
Water Crossings (421)	7.1.3, 7.5.1, 7.5.6, 7.5.7		
What's Happening? (425)	7.4.1, 7.4.5, 7.4.7, 7.5.3, 7.7.10	7.2.1	
Whose Problem Is It? (429)	7.4.1		
Raining Cats & Dogs (435)	7.1.1		7.3.6
The Rainstick (442)	7.4.1		
Water Celebration (446)	7.4.5, 7.5.6, 7.5.7		
Water Write (457)	7.5.1, 7.5.6, 7.5.7		
Wish Book (460)	7.4.5		7.5.4

Grade 7

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

7.1.1 Identify and understand idioms and comparisons — such as analogies, metaphors, and similes — in prose and poetry.

- Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet*
- Analogies: comparisons of the similar aspects of two different things
- Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky*.
- Similes: comparisons that use "like" or "as," such as *The stars were like a million diamonds in the sky*.

WET Activities (page): 182, 435

7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.
Example: Use the text to clarify the meaning of the word pickle in the sentence *Apply the pickle, an acid solution, to the metal surface*.

WET Activities (page): 43, 201, 421

Standard 2
READING: Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 7, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.*

Structural Features of Informational and Technical Materials

7.2.2 Locate information by using a variety of consumer and public documents.
Example: Choose a radio or watch to purchase, based on a *Consumer Reports* review of different radios or watches. Then, compare advertisements from different stores to decide which store is offering the best price.

WET Activities (page): 72

Standard 3
READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Narrative Analysis of Grade-Level-Appropriate Text

7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.
Example: While reading *The True Confessions of Charlotte Doyle* by Avi, recognize the foreshadowing of events to come when Charlotte Doyle boards the boat for her 1832 transatlantic voyage and the ship's cook slips her a knife.

WET Activities (page): 54

Standard 4
WRITING: Process

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

WET Activities (page): 7, 12, 19, 85, 89, 93, 122, 144, 150, 157, 161, 174, 182, 186, 201, 219, 232, 260, 262, 271, 274, 289, 307, 316, 328, 344, 348, 360, 367, 377, 397, 400, 403, 425, 429, 442

7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.

WET Activities (page): 12, 262

7.4.4 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.

WET Activities (page): 7, 12, 19, 400

Research and Technology

7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

WET Activities (page): 7, 12, 43, 54, 72, 89, 107, 122, 174, 206, 219, 232,

254, 289, 293, 307, 322, 328, 338, 348, 392, 397, 400, 425, 446, 460

7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations.

WET Activities (page): 12

7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

WET Activities (page): 400, 425

Evaluation and Revision

7.4.8 Review, evaluate, and revise writing for meaning and clarity.

WET Activities (page): 262, 400

7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

WET Activities (page): 262, 400

7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

WET Activities (page): 262

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 7, students continue to write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 to 700 words). Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials.

The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 — Writing Process to:

7.5.1 Write biographical or autobiographical narratives (stories) that:

- develop a standard plot line — including a beginning, conflict, rising action, climax, and denouement (resolution) — and point of view.
- develop complex major and minor characters and a definite setting.
- use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.

Example: Write successive drafts of a two- or three-page humorous story about *Something Fishy Is Cooking in the Kitchen*, including an engaging opening; dialogue between characters; and descriptive details about the setting, plot, and characters.

WET Activities (page): 174, 421, 457

7.5.3 Write research reports that:

- pose relevant and focused questions about the topic.
- communicate clear and accurate perspectives on the subject.
- include evidence and supporting details compiled through the formal research process, including use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries, and other reference books.
- document sources with reference notes and a bibliography.

Example: Write a research report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources. Prepare a report on a man or woman who contributed significantly to science and technology, such as Marie Curie (medicine), Alexander Graham Bell (telephone), Thomas Edison (electricity), Nikola Tesla (electrical engineering), or Rosalyn Yalow (medicine).

WET Activities (page): 12, 35, 72, 79, 89, 174, 206, 219, 254, 262, 316, 322, 338, 397, 400, 425

7.5.4 Write persuasive compositions that:

- state a clear position or perspective in support of a proposition or proposal.
- describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals.
- anticipate and address reader concerns and counterarguments.

Example: In preparation for an upcoming student council election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).

WET Activities (page): 12

7.5.5 Write summaries of reading materials that:

- include the main ideas and most significant details.
- use the student's own words, except for quotations.
- reflect underlying meaning, not just the superficial details.

Example: To demonstrate comprehension of the main ideas and details of a subject-specific text, write a summary of a text read for a science, math, or social studies class. Make the summary clear enough that it would provide another student with the important information from the chapter or text.

WET Activities (page): 7, 54

7.5.6 Use varied word choices to make writing interesting and more precise.
Example: Write stories, reports, and letters using a variety of word choices. (Use *conversed* or *conferred* instead of *talked*.)

WET Activities (page): 182, 206, 219, 262, 316, 322, 348, 397, 400, 421, 446, 457

7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.

Example: Write a letter inviting a local artist to visit the classroom to talk and demonstrate certain skills. Use words and phrases that demonstrate a serious interest in what the speaker would have to say.

WET Activities (page): 7, 12, 35, 43, 54, 72, 79, 89, 116, 129, 157, 161, 174, 182, 206, 219, 246, 254, 262, 267, 271, 279, 307, 316, 322, 344, 348, 360, 397, 400, 403, 421, 446, 457

Standard 7
LISTENING AND SPEAKING: Skills, Strategies, and Applications

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Organization and Delivery of Oral Communication

7.7.3 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

WET Activities (page): 7, 12, 85, 262

7.7.4 Arrange supporting details, reasons, descriptions, and examples effectively.

WET Activities (page): 7, 12, 262

Analysis and Evaluation of Oral and Media Communications

7.7.6 Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

WET Activities (page): 262, 289

Speaking Applications

7.7.9 Deliver oral summaries of articles and books that:

- include the main ideas and the most significant details.
- state ideas in own words, except for when quoted directly from sources.
- demonstrate a complete understanding of sources, not just superficial details.

WET Activities (page): 7, 25

7.7.10 Deliver research presentations that:

- pose relevant and concise questions about the topic.
- provide accurate information on the topic.

- include evidence generated through the formal research process, including the use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, and dictionaries.
- cite reference sources appropriately.

WET Activities (page): 12, 25, 85, 238, 254, 260, 262, 289, 322, 397, 425

7.7.11 Deliver persuasive presentations that:

- state a clear position in support of an argument or proposal.
- describe the points in support of the proposal and include supporting evidence.

WET Activities (page): 12, 403

Grade 7

In this technological age, mathematics is more important than ever. When students leave school, they are more and more likely to use mathematics in their work and everyday lives — operating computer equipment, planning timelines and schedules, reading and interpreting data, comparing prices, managing personal finances, and completing other problem-solving tasks. What they learn in mathematics and how they learn it will provide an excellent preparation for a challenging and ever-changing future.

The state of Indiana has established the following mathematics standards to make clear to teachers, students, and parents what knowledge, understanding, and skills students should acquire in Grade 7:

Standard 2 — Computation

Fluency in computation is essential. Students add, subtract, multiply, and divide integers, fractions, and decimals. They solve problems using percentages, including calculating discounts, markups, and commissions. They use mental arithmetic to compute with simple fractions, decimals, and powers.

Standard 5 — Measurement

The study of measurement is essential because of its uses in many aspects of everyday life. Students measure in order to compare lengths, areas, volumes, weights, times, temperatures, etc. They develop the concept of similarity and use it to make scale drawings and scale models and to solve problems relating to these drawings and models. They find areas and perimeters of two-dimensional shapes and volumes and surface areas of three-dimensional shapes, including irregular shapes made up of more basic shapes.

Standard 6 — Data Analysis and Probability

Data are all around us — in newspapers and magazines, in television news and commercials, in quality control for manufacturing — and students need to learn how to understand data. At this level, they learn how to display data in bar, line, and circle graphs and in stem-and-leaf plots. They analyze data displays to find whether they are misleading and analyze the wording of survey questions to tell whether these could influence the results. They find the probability of disjoint events. They also find the number of arrangements of objects using a tree diagram.

Standard 7 — Problem Solving

In a general sense, mathematics is problem solving. In all mathematics, students use problem-solving skills: they choose how to approach a problem, they explain their reasoning, and they check their results. As they develop their skills with irrational numbers, analyzing graphs, or finding surface areas, for example, students move from simple ideas to more complex ones by taking logical steps that build a better understanding of mathematics.

As part of their instruction and assessment, students should also develop the following learning skills by Grade 12 that are woven throughout the mathematics standards:

Communication

The ability to read, write, listen, ask questions, think, and communicate about math will develop and deepen students' understanding of mathematical concepts. Students should read text, data, tables, and graphs with comprehension and understanding. Their writing should be detailed and coherent, and they should use correct mathematical vocabulary. Students should write to explain answers, justify mathematical reasoning, and describe problem-solving strategies.

Reasoning and Proof

Mathematics is developed by using known ideas and concepts to develop others. Repeated addition becomes multiplication. Multiplication of numbers less than ten can be extended to numbers less than one hundred and then to the entire number system. Knowing how to find the area of a right triangle extends to all right triangles. Extending patterns, finding even numbers, developing formulas, and proving the Pythagorean Theorem are all examples of mathematical reasoning. Students should learn to observe, generalize, make assumptions from known information, and test their assumptions.

Representation

The language of mathematics is expressed in words, symbols, formulas, equations, graphs, and data displays. The concept of one-fourth may be described as a quarter, $\frac{1}{4}$, one divided by four, 0.25, $\frac{1}{8} + \frac{1}{8}$, 25 percent, or an appropriately shaded portion of a pie graph. Higher-level mathematics involves the use of more powerful representations: exponents, logarithms, π, unknowns, statistical representation, algebraic and geometric expressions. Mathematical operations are expressed as representations: +, =, divide, square. Representations are dynamic tools for solving problems and communicating and expressing mathematical ideas and concepts.

Connections

Connecting mathematical concepts includes linking new ideas to related ideas learned previously, helping students to see mathematics as a unified body of knowledge whose concepts build upon each other. Major emphasis should be given to ideas and concepts across mathematical content areas that help students see that mathematics is a web of closely connected ideas (algebra, geometry, the entire number system). Mathematics is also the common language of many other disciplines (science, technology, finance, social science, geography) and students should learn mathematical concepts used in those disciplines. Finally, students should connect their mathematical learning to appropriate real-world contexts.

Standard 2
Computation

Students solve problems involving integers, fractions, decimals, ratios, and percentages.*

7.2.1 Solve addition, subtraction, multiplication, and division problems that use integers, fractions, decimals, and combinations of the four operations.
Example: The temperature one day is 5º. It then falls by 3º each day for 4 days and, after that, rises by 2º each day for 3 days. What is the temperature on the last day? Explain your method.

WET Activities (page): 136, 238, 271, 289, 307, 328, 367, 382, 425

Standard 5
Measurement

Students compare units of measure and use similarity to solve problems. They compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less regular objects.*

7.5.1 Compare lengths, areas, volumes, weights, capacities, times, and temperatures within measurement systems.

Example: The area of the school field is 3 acres. How many square yards is that? Explain your method.

WET Activities (page): 25, 79, 116, 136, 212, 238, 242, 246, 260, 271, 274, 289, 307, 328, 382, 392

Standard 6
Data Analysis and Probability

Students collect, organize, and represent data sets and identify relationships among variables within a data set. They determine probabilities and use them to make predictions about events.

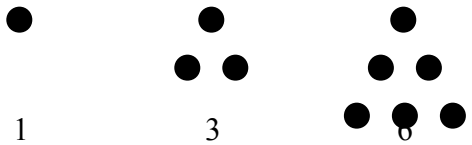
7.6.1 Analyze, interpret, and display data in appropriate bar, line, and circle graphs and stem-and-leaf plots* and justify the choice of display.
Example: You survey the students in your school to find which of three designs for a magazine cover they prefer. To display the results, which would be more appropriate: a bar chart or a circle graph? Explain your answer.

WET Activities (page): 30, 43, 79, 116, 279, 289, 293, 311, 367

Standard 7
Problem Solving

Students make decisions about how to approach problems and communicate their ideas.

7.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
Example: Solve the problem: "The first three triangular numbers are shown in the diagram below. Find an expression to calculate the *n*th triangular number."



Decide to look for patterns.

WET Activities (page): 136

GRADE 7

Peoples, Places, And Cultures in Africa, Asia, and the Southwest Pacific

Students in Grade 7 study the regions and nations of Africa, Asia, and the Southwest Pacific, including historical, geographical, economic, political, and cultural relationships. This study includes the following regions: Africa, Southwest and Central Asia, South Asia, Southeast Asia, East Asia, and the Southwest Pacific (Australia, New Zealand, and Oceania).

The Indiana's K – 8 academic standards for social studies are organized around five content areas. The content area standards and the types of learning experiences they provide to students in Grade 7 are described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History
Students will examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia, and the Southwest Pacific from ancient civilizations to early modern times.

Standard 3 — Geography
Students will explain how Earth/sun relationships affect the atmospheric and oceanic circulation systems, the seasons, and climate, and explain global time zones and their relation to longitude. They will identify and categorize the major geographic characteristics and regions of Africa, Asia, and the Southwest Pacific. They will also name and locate major physical features, countries, and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

Standard 5 — Individuals, Society, and Culture
Students will examine the role of individuals and groups in societies of Africa, Asia, and the Southwest Pacific, identify connections among cultures, and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations and examine the role of artistic expression in selected cultures.

Standard 1
History

Students will examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia, and the Southwest Pacific from ancient civilizations to early modern times.

Chronological Thinking, Comprehension, Analysis, and Interpretation

7.1.15 Develop and compare timelines that identify major people, events, and developments in the history of the individual civilizations and/or countries that comprise Africa, Asia, and the Southwest Pacific.

WET Activities (page): 171

7.1.19 Analyze multiple perspectives on a current event relating to Africa, Asia, or the Southwest Pacific. Read and examine more than one account of the event and distinguish between statements of opinion and statements of fact.

WET Activities (page): 12

Issues-Analysis, Decision-Making, Planning, and Problem Solving

7.1.21 Identify and evaluate solutions and alternative courses of action chosen by people to resolve problems confronting people in Africa, Asia, and the Southwest Pacific. Consider the information available, interests of those affected by the decision, and consequences of each course of action.

WET Activities (page): 12

Standard 3
Geography

Students will explain how Earth/sun relationships affect the atmospheric and oceanic circulation systems, the seasons, and climate, and explain global time zones and their relation to longitude. They will identify and categorize the major geographic characteristics and regions of Africa, Asia, and the Southwest Pacific. They will also name and locate major physical features, countries, and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

Places and Regions

7.3.4 Name and locate major regions, mountain ranges, river systems, countries, and cities in Africa, Asia, and the Southwest Pacific.

WET Activities (page): 107, 246, 400

Physical Systems

7.3.6 Locate and map the climate regions of the Eastern Hemisphere and explain how and why they differ.

WET Activities (page): 174, 201, 435

7.3.7 Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition*) and those that wear away at Earth's surface (erosion).

WET Activities (page): 116, 166, 186, 400

7.3.10 Describe the restrictions that climate and land forms place on land use in regions of Africa, Asia, and the Southwest Pacific, and be able to discern how patterns of population distribution reflect these restrictions.

- alluvial deposition: the deposit of dirt and debris caused by the flow of water

WET Activities (page): 174

Human Systems

7.3.12 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income in Africa, Asia, and the Southwest Pacific.

WET Activities (page): 174

Environment and Society

7.3.14 Analyze historical maps and give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in Asia, Africa, and the Southwest Pacific.

WET Activities (page): 12, 246, 293, 400

7.3.15 Use a variety of information resources* to identify current issues related to natural resources in selected countries in Africa, Asia, and the Southwest Pacific, and examine contrasting perspectives on these issues.

- information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations

WET Activities (page): 12

Standard 5
Individuals, Society, and Culture

Students will examine the role of individuals and groups in societies of Africa, Asia, and the Southwest Pacific, identify connections among cultures, and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations and examine the role of artistic expression in selected cultures.

7.5.4 Examine the impact of cultural change brought about by technological inventions and innovations in the past and present.
Example: Trace the technology of papermaking from its origins in China in about 100 C.E., to its spread to the Middle East, Africa, and Europe in the Middle Ages, and speculate about its possible impact.

WET Activities (page): 311, 382, 460